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ABSTRACT

An evaluation program designed to assess the impact of the Office of Staff and Institutional Development (OSID) at Leeward Community College of the University of Hawaii is described. The OSID organizes and conducts a program that focuses on organizational development, professional/personal development, and learning skills development. OSID program activities include: informational services, needs assessment, inservice workshops and seminars, assistance to faculty, and consultation. OSID was evaluated by reviewing all materials and documents leading to its establishment and through interviews with various constituent groups of the college. The evaluation program focused on two major questions of impact: were OSID objectives accomplished and to what extent did OSID help Leeward Community College? Evaluation questions used to survey faculty, staff, and students are listed. It is suggested that the range of data sources used (OSID and institutional records, faculty members, administrators, staff, supervisors, and students) and the variety of data gathered (interview, testimonial, survey, experimental, follow-up, achievement and satisfaction) provide a comprehensive evaluation design. (SF)

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AN EVALUATION DESIGN
FOR THE O.S.I.D.

SUMMARY REPORT

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Colleges and universities are currently facing one of the most difficult periods in their history. Inflation, recession, decreased faculty mobility, increasing demands for diminishing resources, changing student populations and faculties which are largely tenured are all problems that have and will continue to have significant impacts on the structure and climate of postsecondary education. At the same time that resources are becoming increasingly scarce, institutions are being increasingly called upon to provide alternative and creative sources for renewal and growth -- improving teacher effectiveness, responding to faculty needs and maintaining and enhancing institutional vitality. Various types of programs of professional development have been initiated as colleges and universities have begun to take systematic steps to address the problems which mitigate against continued professional growth and institutional renewal. In this spirit, the Office of Staff and Institutional Development (OSID) was created as part of the Advanced Institutional Development Program (AIDP) at Leeward Community College, University of Hawaii.

Overview of the OSID

Established in 1974, OSID is a campus-wide support service agency serving to "centralize and maximize resources

for the improvement of learning". Under the auspices of the Dean of Educational Services and staffed by three professionals (a Staff Development Specialist, a Program Development Specialist and a Developmental Skills Coordinator), the OSID facilitates on-going instructional programs, promotes instructional innovations and provides support services for the professional and personal growth of the faculty and staff.

The team of specialists designs, organizes and conducts a program which focuses on six institutional needs: organizational development, management development, professional/personal development, program/curricula content development, instructional development and learning skills development. OSID program activities consist of the following:

1. Informational services. OSID provides a library consisting of literature on teaching, research services and other information related to all aspects of teaching. Its purpose is to provide faculty with new ideas and information for instructional as well as intellectual and personal enrichment.

2. Needs assessments. OSID conducts periodic appraisals of campus needs in order to identify staff and faculty concerns which can be addressed by specific courses, programs and developmental activities.

3. In-service workshops and seminars. OSID plans, coordinates and sponsors workshops, seminars and conferences on a variety of topics related to teaching, including in-

structional development, the use of media and instructional methods, as well as skill development programs for institutional staff members.

4. Assistance to faculty. OSID provides assistance to faculty in the preparation and submission of proposals to the University of Hawaii-Manoa campus, as well as to federal, state and private sectors, to obtain financial assistance for travel, sabbaticals, released time and faculty exchanges which will enhance their professional capabilities.

5. Consultation. OSID assists faculty in a wide range of areas related to their classroom instruction, including the adoption of new teaching methods/techniques, new methods of course delivery, new materials and the evaluation of student learning. Through the special assistance of the Media center, OSID is also able to provide assistance to faculty in the design and application of audio-visual materials and other instructional processes.

Comprehensive staff and institutional development programs which integrate activities that pertain to faculty development, instructional development and institutional development have a greater potential for success than those limited to only one or two areas of professional development. Still, only through an effective, systematic evaluation program can OSID determine if it has indeed achieved its objectives in order to attain its ultimate goal of long-term institutional and staff renewal. During its develop-

mental years, OSID's evaluation focus needed to be formative and process-oriented, since formative evaluation (i.e., evaluation conducted during the operation of a program) provides useful data for revising and modifying program strategies, practices and directions during the developmental phase. Recognizing that the time has now come for a summative evaluation of impact, OSID contracted with the Evaluation and Training Institute (ETI) for assistance in the design of a process for impact evaluation.

The Evaluation Plan.

ETI's goal was to design an evaluation process that would be both appropriate for OSID, taking into consideration its several facets, and be accepted by all constituents of the college. Acceptance and cooperation on the part of the administration, faculty, staff and students were essential for the success of the evaluation program. Acceptance and cooperation, in turn, could only be attained if the various constituent groups were consulted prior to instituting the evaluation.

The first phase of the design process thus consisted of a review of all materials and documents leading up to the establishment of the OSID, including both proposals and progress reports from the OSID and the AIDP as a whole. In addition, all program materials, faculty proposals and other data collected by OSID were reviewed.

The second phase of the project focused on bringing representatives of the various constituent groups of the college into the design process. Accordingly, ETI conducted intensive interviews with the staff of OSID, the Director of the Media center, the AIDP Coordinator, the Director of Institutional Research, the Director of the Library, groups of faculty who had worked with OSID staff and were satisfied with the assistance they had received, faculty who were dissatisfied with their experiences with OSID, and senior administrators, including the Assistant Fiscal Officer, the Dean of Educational Services and the Provost. The overwhelming consensus of opinion was that decisions regarding the continuation of OSID in any form could not be made until a rigorous impact evaluation that focused on the changes and potential sources of growth that had been brought about as a result of OSID's efforts had been conducted.

Based on both the interviews and the review of documents, ETI designed an evaluation program for OSID that included both quantitative and qualitative data focusing on two major questions of impact:

1. Did OSID accomplish its objectives as outlined in the original AIDP proposal and subsequent OSID documents? and
2. To what extent did OSID help prepare Leeward Community College to deal with long-range institutional challenges such as a stable staff, dim-

inishing resources and new and challenging student populations and continue to maintain and increase institutional vitality?

With these two questions providing the focus, ETI made several recommendations to OSID concerning the data that should be gathered to implement the process of impact evaluation. The following evaluation questions were posed to guide the data gathering:

A. Faculty

1. How many faculty participated in workshops sponsored by OSID, and what procedures, practices or attitudes did they change or adopt as a result?

Data Source: OSID records
Workshop evaluations
Faculty follow-ups

2. What kinds of projects were initiated by faculty and what completed projects are currently being used in the classroom with what results?

Data Source: OSID records
Faculty follow-ups
Student achievement

3. What is the scope and variety of these projects?

Data Source: OSID records

4. What changes have faculty made with respect to their practices, procedures or methods in the classroom?

Data Source: Faculty survey/interview
OSID records

5. What changes have been made in terms of faculty attitudes toward teaching, their professional careers and the college?

Data Source: Administrator survey/interview
Faculty survey/interview

6. Has faculty participation in OSID-sponsored activities increased over the 5-year period?

Data Source: OSID records

7. Of the OSID assisted proposals that have been submitted, how many were successful? Have the number and variety of proposals submitted by faculty increased over the 5-year period? Have the number and variety of winning proposals increased?

Data Source: OSID records

8. What results have been forthcoming from information exchanges initiated by the OSID staff between Leeward faculty and those on other campuses in the state and on the mainland?

Data Source: OSID records
Faculty "testimonials"
Faculty interviews

9. How many OSID-assisted travel requests were submitted by faculty; how many were successful and what impact did they have on the faculty, their colleagues, their classes and their students?

Data Source: OSID records
Faculty self-reports or "testimonials"

10. What specific OSID services have helped faculty/staff/administrators in what ways and with what results?

Data Source: Faculty/staff/administrator
"testimonials"

11. To what extent do faculty/staff/administrators use the materials/resources provided by OSID?

Data Source: OSID records
Faculty/staff/administrator interviews

12. To what extent do faculty use the research services provided by OSID and to what extent have they been valuable?

Data Source: OSID records
Faculty follow-up

13. What results have been forthcoming from faculty grants won which were applied for with the assistance of OSID?

Data Source: OSID records
Faculty "testimonials"
Faculty interviews

B. Staff

1. How many staff participated in OSID-sponsored workshops and what procedures, practices or attitudes were changed as a result?

Data Source: Staff interviews/survey
2. What changes have occurred in terms of the clerical/maintenance staffs' performance and practices on the job since OSID was established?

Data Source: Staff interviews
Supervisor interviews/survey
3. What changes have occurred in terms of the staff's general morale and their attitudes toward their job, themselves and the college over the last 5 years?

Data Source: Staff interviews/survey
4. Have any institutional employment practices been changed as a result of OSID's work with staff members?

Data Source: Fiscal Officer
Personnel staff

5. Has staff retention and absenteeism improved?

Data Source: Fiscal Officer
Personnel records

6. To what extent and in what ways do staff perceive their jobs or themselves differently?

Data Source: Staff survey/interviews

7. To what extent and in what ways do supervisors perceive changes/improvements in staff performance, practices and attitudes?

Data Source: Employer interviews/surveys

C. Students

1. To what extent has student enrollment/retention increased or improved as a result of new courses/curricula/practices implemented with or as a result of OSID assistance?

Data Source: School/course records

2. Has student grade point average improved in courses which have introduced new methods, instructional materials or other innovative activities?

Data Source: School/course records

3. To what extent has student satisfaction increased in courses which have introduced new methods, instructional materials or other practices?

Data Source: Student interviews/survey

4. What new courses/programs/materials bring about increased student learning?

Data Source: Controlled experiment with pre and posttest data on achievement

5. What alternative learning modes have been developed for different student populations and to what extent have these modes been effective in overcoming learning problems?

Data Source: OSID records
School/course records
Controlled experiment

6. What variety of programs/courses have been developed for different groups of learners?

Data Source: OSID records

7. What number and variety of instructional materials have been developed? Which materials have been and continue to be used with what results?

Data Source: OSID records
Faculty survey/interviews
Student achievement and satisfaction

8. What interdisciplinary programs have been developed?
Which have been implemented with what results?

Data Source: OSID records
Faculty follow-up
Student data: enrollment, retention
achievement and satisfaction

The recommended methods by which the evaluation questions outlined above are to be addressed should provide a complete picture of the processes and outcomes from OSID in terms of the personal and professional growth of the persons who have been serviced by the program as well as, in turn, their impact on the institution, its students and other constituents. Both the range of data sources used (OSID and institutional records, faculty members, administrators, staff, supervisors and students) and the variety of data gathered (interview, testimonial, survey, experimental, follow-up, achievement and satisfaction) will provide for a comprehensive evaluation of all aspects of OSID.

In addition to examining the above data items separately, the data should be reviewed collectively within the context of a historical narrative which describes the college from its inception and continues through the beginning of the AIDP program and the OSID component thereof up to the present time. A part of this narrative should include a consideration of administrative support, as the existence of top level administrative support, fiscal and otherwise, has proven to be one of the most, if not the most important ingredient of a successful professional/institutional development program.

Therefore, the evaluation should document administrative actions and stances concerning the OSID program during its development, its initiation and its operation. Such documentation should include a chronicle of formal statements of report, a recording of specific instances in which support was given, the degree to which faculty and staff have been formally and informally encouraged to participate in and utilize OSID, and the extent to which administrators themselves have availed themselves of the services offered.

By taking these institutional and administrative contexts into consideration, the recommended evaluation program will be able to provide an assessment of the extent to which OSID has achieved the goals for which it was established and otherwise benefited Leeward Community College, as well as an assessment of its potential to provide leadership to the college and the system in the area of professional growth and institutional renewal in the future.